



Mount St. Joseph University  
School of Education

**RDG 101: Introduction to Language and Literacy I**

<b>Course Number:</b> RDG 101: Introduction to Language and Literacy I	<b>Instructor:</b>
<b>Semester:</b>	<b>E-Mail:</b>
<b>Class Time:</b> Tuesday/Thursday 9:00 - 10:30a	<b>Office Phone:</b> <b>Office Location:</b>
<b>Class Location:</b> <b>Credit Hours:</b> 3	<b>Student Hours:</b>

**Prerequisites:**

RDG 101 is a Reading Science course 1 of 2 focused for preservice undergraduate students.

**REQUIRED TEXTS AND/OR MATERIALS:**

**Textbooks:**

Such, C. (2021). *The art and science of teaching primary reading*. Corwin. (\*\*will be used in RDG 102\*\*)

Lane, H. & Contesse, V. (2022). *UFLI Foundations: An explicit and systematic phonics program*. Sun Prairie, WI: Ventriss Learning.

**Readings:**

As identified in the course schedule, various readings are utilized throughout this course to introduce and provide clear examples of critical concepts. The readings are used in class and as homework.

Adams, M.J., Foorman, B., Lundberg, I., Beeler, T. (2014) Retrieved from <http://www.readingrockets.org/article/ph-phonemic-awareness-young-children>

Ashby, J., McBride, M., Naftel S., Hart Paulson, L., Kilpatrick, D., & Moats, L. (2022). Teaching phoneme awareness in 2022: A guide for educators. Version 4.

Hoover, W.A. and Gough, P. B. (1990). The simple view of reading. *Reading and writing*, 2(2), 127-160.

Moats, L. C. (2020). Teaching reading Is rocket science, 2020. American Federation of Teachers.

National Institute of Child Health & Human Development (NICHD). (2000). *Report of the National Reading Panel Report. Summary and Full Report.*

Rayner, K., Foorman, B. R., Perfetti, C. A., Pesetsky, D., & Seidenberg, M. S. (2002). How should reading be taught? *Scientific American*, 286(3), 84-91.

Spear-Swerling, L. (2018). Structured literacy and typical literacy practices: Understanding differences to create instructional opportunities. *Teaching Exceptional Children*, 51(3), 201-211.

Spear-Swerling, L. (2011). Phases in reading words and phonics interventions. In R. O'Connor & P. Vadasy (Eds.), *Handbook of reading interventions* (pp. 63–87). New York

Spear-Swerling, L. (2007) The Research-practice divide in beginning reading, *Theory Into Practice*, 46,(4), 301 – 308.

Spear-Swerling, L. & Sternberg, R.J. (2001). What Science offers teachers of reading. *Learning Disabilities Research & Practice*, 16, 51-57.

The Reading League. (2022). *Science of Reading: Defining Guide*.

### **Media:**

As identified in the course schedule, various web pages and/or media are utilized throughout this course to introduce and provide clear examples of critical concepts.

Amplify. (2022, June 30). *Advancing science of reading in the early years*. [Video]. YouTube. <https://www.youtube.com/watch?v=5ozikJR3oY8>

Center for Dyslexia MTSU. (2019, April 19). *Why explicit instruction?* [Video]. YouTube. <https://www.youtube.com/watch?v=i-qNpFtcynI>

Hanford, E. (2020). *Hard Words: Why aren't kids being taught to read?* APM Reports. Retrieved from <https://www.apmreports.org/episode/2018/09/10/hard-words-why-american-kids-arent-being-taught-to-read>

Moats, L.C. (2005). *How spelling supports reading*. Reading Rockets. <https://www.readingrockets.org/article/how-spelling-supports-reading>

Moats, L., & Tolman, C. (2009). *Why phonological awareness is important for reading and spelling*. Reading Rockets. <https://www.readingrockets.org/article/why-phonological-awareness-important-reading-and-spelling>

National Center for Education Statistics. (2022, December). *NAEP*. <https://nces.ed.gov/nationsreportcard/>

Reading Science Academy. (2020, December 3). *Explicit, systematic and sequential instruction*. [Video]. YouTube. <https://www.youtube.com/watch?v=vDa9yvpJF8A&t=61s>

- Really Great Reading. (n.d.). *Heart word magic - Help students learn to read and spell high-frequency and sight words*. Retrieved from <https://www.reallygreatreading.com/heart-word-magic>
- RRFTS. (2017, November 7). *44 phonemes*. [Video]. YouTube. <https://www.youtube.com/watch?v=wBuA589kfMg>
- The Children of the Code Project. (2022, January 2). *What's at stake* [Video]. YouTube. <https://www.youtube.com/playlist?list=PL4F8596884450BB8D>
- The Reading League. (2017, January 26). *Orthographic mapping: What it is and why it's so important*. [Video]. YouTube. <https://www.youtube.com/watch?v=XfRHcUeGohe>
- The Reading League. (2017, January 26). *Strategies for teaching irregular "tricky" words*. [Video]. YouTube. [https://www.youtube.com/watch?v=R2F1\\_CNImec](https://www.youtube.com/watch?v=R2F1_CNImec)
- UFLI. (2022, August 10). *UFLI foundations implementation overview*. [Video]. YouTube. [https://www.youtube.com/watch?v=ZJnXF0tsvZc&list=PLOlJaXgHNmJwjzkKrIoiPh2gXp7Hlx\\_sP&index=2](https://www.youtube.com/watch?v=ZJnXF0tsvZc&list=PLOlJaXgHNmJwjzkKrIoiPh2gXp7Hlx_sP&index=2)
- UFLI. (n.d.). *UFLI foundations toolbox*. Retrieved from <https://ufl.education.ufl.edu/foundations/toolbox/>
- UFLI. (2022, August 27). *UFLI foundations: progress monitoring and differentiation*. [Video]. YouTube. [https://www.youtube.com/watch?v=MKFJ921Vkj4&list=PLOlJaXgHNmJwjzkKrIoiPh2gXp7Hlx\\_sP&index=6&t=2s](https://www.youtube.com/watch?v=MKFJ921Vkj4&list=PLOlJaXgHNmJwjzkKrIoiPh2gXp7Hlx_sP&index=6&t=2s)
- UFLI. (2022, August 18). *UFLI foundations how to implement day 2 lessons*. [Video]. YouTube. [https://www.youtube.com/watch?v=Z8FUTzX2K28&list=PLOlJaXgHNmJwjzkKrIoiPh2gXp7Hlx\\_sP&index=5](https://www.youtube.com/watch?v=Z8FUTzX2K28&list=PLOlJaXgHNmJwjzkKrIoiPh2gXp7Hlx_sP&index=5)
- UFLI. (2022, August 16). *UFLI foundations how to implement day 1 lessons*. [Video]. YouTube. [https://www.youtube.com/watch?v=09wuqqGPOlQ&list=PLOlJaXgHNmJwjzkKrIoiPh2gXp7Hlx\\_sP&index=4](https://www.youtube.com/watch?v=09wuqqGPOlQ&list=PLOlJaXgHNmJwjzkKrIoiPh2gXp7Hlx_sP&index=4)
- UFLI. (2022, August 15). *UFLI foundations slide deck tutorial*. [Video]. YouTube. [https://www.youtube.com/watch?v=3400-yEPayA&list=PLOlJaXgHNmJwjzkKrIoiPh2gXp7Hlx\\_sP&index=3](https://www.youtube.com/watch?v=3400-yEPayA&list=PLOlJaXgHNmJwjzkKrIoiPh2gXp7Hlx_sP&index=3)
- UFLI. (2021, January 21). *What is the science of reading?* [Video]. YouTube. <https://www.youtube.com/watch?v=cnkJ6VvDr2M>
- UFLI. (2020, February 6). *Phoneme manipulation with blocks*. [Video]. YouTube. <https://www.youtube.com/watch?v=yjvgsH8GCCo>

WISE Channel. (2013, October 25). *How the brain learns to read - prof stanislas dehaene*. [Video]. YouTube. <https://www.youtube.com/watch?v=25GI3-kiLdo>

95% Group LLC. (n.d.). *Webinar #1: Rethinking phonological awareness*. [webinar] <https://www.95percentgroup.com/kilpatrick-webinars>

95% Group LLC. (n.d.). *Webinar #2: Orthographic mapping is a critical skill for learning new words*. [webinar] <https://www.95percentgroup.com/kilpatrick-webinars>

95% Group LLC. (n.d.). *Webinar #3: Helping older students master phonemic manipulation skills*. [webinar] <https://www.95percentgroup.com/kilpatrick-webinars>

### **Course Description**

This course is designed to teach foundations of literacy acquisition and instruction with an emphasis on word recognition skills, including phonological awareness, phonemic awareness, and phonics (decoding and encoding). These topics are central to the development of accurate and automatic word recognition, which is required for fluent reading and comprehension (content that will be addressed in [RDG 102](#)). Topics include the structure of the English language, models and theories from cognitive science and educational research that inform instruction as well as how the brain effectively acquires literacy skills. The course presents techniques to apply principles and practice of structured language, explicit instruction, assessment, and differentiation for individual learning differences. Students study principles, ethics, and practices that advocate for and support just treatment for all readers, including those with reading difficulties and disabilities.

### **Course Objectives with Alignment to IDA's Knowledge & Practice Standards**

KPS Statement from IDA: The International Dyslexia Association's (IDA) Knowledge and Practice Standards for Teachers of Reading Coursework is aligned with IDA's Knowledge and Practice Standards (KPS) for Teachers of Reading. The KPS outlines the knowledge and skill that all teachers of reading should possess. Standard 1 addresses the foundational concepts from interdisciplinary research about reading development and reading difficulties. Standard 2 covers knowledge of diverse reading profiles, including dyslexia. Standard 3 pertains to knowledge of assessment. Standard 4 addresses Structured Literacy™ teaching, offering detailed guidance concerning the nature of effective instruction in each major domain (phonological sensitivity and phoneme awareness; phonics and word recognition; reading fluency; vocabulary; listening and reading comprehension; and written expression). Standard 4 also offers guidance regarding expectations for teachers engaged in fieldwork or practicum. Standard 5 delineates ethical standards for the profession.

This course will address the following IDA standards:

<b>Foundational Teacher Knowledge (Week 1 - 3)</b>	<b>IDA-KPS</b>
1. Describe key features of reading science, cognitive psychology, and educational research.	1.2; 1.4; 1.5; 1.6; 1.7; 4A.1
2. Define the language systems and identify the essential and reciprocal nature of early literacy skills.	1.1; 1.3; 1.8; 1.9
3. Describe the phases of typical reading and writing development and how they impact assessment and instruction.	1.8
4. Define and describe the components of effective reading instruction and the application of technology.	4A2; 4A3

<b>Teaching Phonemic Awareness Based on Research Findings (Week 4- 6)</b>	<b>IDA-KPS</b>
5. Describe how phonology impacts oral and written language development.	4B.3; 4B.7
6. Demonstrate understanding of the impact of difficulty with phonemic awareness on reading and writing development.	
7. Identify, pronounce, classify and compare the consonant and vowel phonemes of English and differentiate the continuum of PA skills.	4B.1; 4B.2; 4B.4
8. Apply in practice knowledge of the importance of direct, brief, and cumulative PA instruction.	4B.5; 4B.6

<b>Integrate and Apply Research About Teaching Decoding and Encoding (Week 7 - 13)</b>	<b>IDA-KPS</b>
9. Describe the difference between code emphasis vs. meaning emphasis approaches to word recognition instruction and the role of decodable text in teaching beginning readers.	4C.4; 4C.8
10. Describe and apply in practice the structure of English orthography and the patterns that inform teaching	4C.1; 4C.2; 4C.3; 4C.4; 4C.6; 4C.7
11. Demonstrate understanding of the impact of difficulty with decoding and encoding on reading and writing development, including the impact of language and dialect variation on teaching and learning English phonemes	4C.5

<b>Professionalism (Week 14)</b>	<b>IDA-KPS</b>
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12. Demonstrate knowledge of, and observe in practice the professional dispositions and practices outlined in IDA KPS standard 5.	5.1; 5. 2; 5.3; 5.4; 5.5; 5.6; 5.7; 5.8; 5.9; 5.10
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### **Description of Assignments**

**Assignments:** Assignments provide opportunities to apply skills taught through classroom lectures and readings. The purpose is to provide practice with assignments and activities that can shape classroom practice. Several assignments (22) occur across this course. These activities are described within each week of the syllabus. 2.5pts each

**Read and Take Notes:** Each set of notes (4) will contain questions connected to the course readings. Guided notes can be in outline or narrative format. Think of them as notes you would take to help you study for a test. Each set of notes will contain questions connected to the course readings. 5 pts each.

**Lesson Plan Construction, Demonstration, and Reflection:** These teaching tasks provide opportunities to apply and extend what has been learned. Students illustrate and clarify how this knowledge shapes classroom practice by demonstrating 3 portions of UFLI lesson plans. Reflections should be short summaries (150-300 words) reflecting on the delivery of the lesson.

**In-Class Activities:** These activities provide opportunities to apply skills taught through classroom lectures and readings. The purpose is to provide practice with assignments and activities that can shape classroom practice. In-class activity every lecture for a total of 30. 1 pt each.

**Quizzes:** The purpose is to assess mastery of key content throughout the course. Students will take 6 non-cumulative quizzes, each worth 5 points. Quizzes will range from 2-5 questions requiring short answer written responses. The purpose of these quizzes is to ensure students carefully read the assigned readings before class and are ready to discuss and apply the information in class.

**Field Experience:** The field experience aims to provide students insight into the application of class objectives in a school setting. Students will observe (2-3 hours) reading instruction in the K-6th grade classroom. Students will interview the teacher. Students will write a reflection paper. The field experience will provide an opportunity for students to make a connection between course content and actual teaching.

**Final Lesson Plan Activity:** This provides opportunities to combine the lesson plan practice throughout the course and apply and extend what has been learned using all steps in a complete lesson. Students illustrate and clarify how this knowledge shapes classroom practice by constructing detailed lesson plans.

### **Methods of Evaluation**

Assignment	Description	Points	KPS Alignment
Assignments	Several assignments (22) occur across this course. These activities are described within each week of the syllabus. 2.5pts each	55	1.1,1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 4A.1, 4A.2, 4A.3, 4B.1, 4B.2, 4B.3, 4B.4, 4B.7, 4C.1, 4C.2, 4C.3, 4C.4, 4C.5, 4C.6, 4C.8
Read and Take Notes	Across the class, 4 sets of notes will be turned in. Each set of notes will contain questions connected to the course readings. Guided notes can be in outline or narrative format. 5 pts each.	20	1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8, 4A.2, 4A.3, 4C.7
Lesson Plan Construction, Demonstration, and Reflection	These assignments provide opportunities to apply and extend what has been learned. Students illustrate and clarify how this knowledge shapes classroom practice by demonstrating 3 portions of lesson plans. 10 pts each	30	4B.5, 4B.6, 4C.1, 4C.4, 4C.5
In-Class Activities	Participation will be based on class attendance, active participation, and in-class activity performance. The purpose of these activities is to apply the information from class readings and lectures. In-class activity every lecture for a total of 30. 1 pt each	30	1.3, 1.7, 4A.1, 4B.3, 4B.4, 4B.6, 4B.7, 4C.1, 4C.2, 4C.3, 4C.4, 4C.5, 4C.6, 4C.7, 4C.8 5.1 - 5.10
Quizzes	Students will take 6, non-cumulative reading quizzes, each worth 5 points. The purpose of these quizzes is to ensure students carefully read the assigned readings before class and are ready to discuss and apply the information in class.	30	1.1, 1.2, 1.3, 1.6, 1.7, 1.8, 4B.1, 4B.3, 4C.1, 4C.4, 4C.5, 4C.7

Field Experience	Students will observe reading instruction (2-3 hours) in the K-6th grade classroom. Students will interview the teacher. Students will write a reflection paper. The purpose of this assignment is to make a connection between course content and actual teaching.	35	5.1 - 5.10
Final Lesson Plan Activity	This assignment provides opportunities to combine the lesson plan practice throughout the course and apply and extend what has been learned using all steps in a complete lesson. Students illustrate and clarify how this knowledge shapes classroom practice by constructing detailed lesson plans.	50	4C.1 - 4C.8
<b>Total</b>		<b>250pts</b>	

**Policies:** Create at least 2 Policies (Attendance, Technology, Late Work, Academic Honesty, etc)

### ***Grading Policy***

The grading scale for the Reading Science undergraduate courses is as follows:

A = 90 – 100

B = 80 – 89

C = 70 – 79

D = 65 – 69

F = Below 64

### ***Grading Procedure:***

1. Credit is awarded at the following minimum levels:  
D for undergraduate students.  
C for graduate students.  
However, all grades are counted in calculating the grade-point average (GPA).
2. The minimum cumulative grade-point average required for graduation is a 2.0 for undergraduates and 3.0 for graduate students.
3. In particular graduate programs, the number of 2.0 grades acceptable for credit may be expressly restricted, and/or levels higher than the 2.0 minimum may be established for the fulfillment of degree requirements.



*Attendance Policy (adapted from Michigan State University)*

No person is allowed to attend a class unless officially enrolled on a credit or non-credit basis with the appropriate fees paid. Students who attend, participate, and strive to complete course requirements without formal enrollment will not receive credit for their work.

There is no university-wide regulation requiring class attendance. However, attendance is an essential and intrinsic element of the educational process. In any course in which attendance is necessary to achieve a clearly defined set of course objectives, it may be a valid consideration in determining the student's grade. The instructor's responsibility is to define the policy for attendance at the beginning of the course.

**REPORTING NON-ATTENDANCE.** In compliance with federal regulations governing financial aid and veterans education benefits, instructors must report students who stop attending or have never attended class. After the first week of classes, through the middle of the term of instruction, instructors who identify a non-attending student should notify their departmental office. Upon receiving a report of non-attendance, departmental representatives are encouraged to initiate an administrative drop.

Attendance is physical attendance or participation in an academically-related activity, including but not limited to the submission of an assignment, an examination, participation in a study group, or an online discussion. Instructors who do not take attendance may utilize key assessment points (e.g., projects, papers, mid-term exams, and discussions) as benchmarks for participation.

**DROP FOR NON-ATTENDANCE.** Students may be dropped from a course for non-attendance by a departmental administrative drop after the fourth class period or the fifth class day of the term of instruction, whichever occurs first.

**COURSE SCHEDULE— Imagine 2 meetings per week in a 14-week semester**

Week & Dates	Topics	Weekly Objectives (note connection to course objectives)	In-Class Work (note lecture, activity, assessment)	Readings Due	Assignments Due
Week 1	Current State of Reading Achievement in the US	Describe key features of reading science and describe how it informs instructional practice.  Describe the gap between research and practice and the importance of research for educators.  Interpret current NAEP data on student reading outcomes by subgroups.  State and apply the environmental, cultural, and social contributions to literacy development.	<u>Class One: 90 Minutes</u> <i>Lecture:</i> -Course overview -What is the Science of Reading -Current state of reading, how we got here  <i>In Class Work:</i> Look up reading achievement data at different levels: national, state, district, and share findings in small groups. Complete Assignment 3.  <u>Class Two: 90 Minutes</u> <i>Lecture:</i> -Research to practice gap -Research in education -Cognition and behavior affect on reading/writing (1.4)	Review syllabus, course objectives, and expectations.  Reading: UFLI Ch.1: Introduction  Such (2021): Introduction, Ch. 1:A Brief History of Reading and Writing, Ch 2: Useful Frameworks for Reading Comprehension	Assignment 1: Introduction blog  Assignment 2: Course & Program Expectations  Assignment 3: Examining National & State Reading Achievement  Read and Take Notes on Children of the Code  Assignment 4: National Reading Panel

		(Course obj 1)	- Environmental factors and literacy outcomes (1.5)  <i>In Class Work:</i> National Institute of Child Health & Human Development (NICHD). (2000). <u>Report of the National Reading Panel Report. Summary and Full Report.</u> Complete assignment 5. (4A.1)	Reading: NAEP website  Media:  <u>Children of the Code: What's At Stake</u>  <u>What is the science of reading?</u>	
<u>Week 2</u>	Foundational Teacher Knowledge	Explain the contribution of cognitive psychology and educational research, including how the brain learns to read.  Demonstrate understanding of the Simple View of Reading and articulate appropriate use in guiding assessment and instruction.  Define the language systems (orthography, phonetics, phonology, morphology, syntax, semantics) and explain the relationship between written and spoken language.  (Course obj 1 & 2)	<u>Class One 90 Minutes</u> <i>Lecture:</i> -How the brain learns to read (1.2) -Simple View of Reading (1.7) (1.3) -4 Part Processing Model -The Reading Rope  <i>In Class Work:</i> Create a reading rope. Make and explain in small groups.  <i>In Class Work:</i> Activity to support the Hoover, W.A. and Gough, P. B. (1990) reading  <u>Class Two 90 Minutes</u> <i>Lecture:</i> -Learning to read vs. learning to speak -Language domains (1.1) -Phases of development (1.8) -Linguistic and cognitive factors predict literacy outcomes (1.6)  <i>In Class Work:</i> Dimensions of language	Reading: Such (2021): Ch.3: The Trouble with English  Hoover & Gough (1990)  Spear-Swerling & Sternberg (2001).  Media: <u>Cortex in the Classroom</u> (1.3)  <u>How the brain learns to read - Prof. Stanislas Dehaene</u>	Quiz 1  Assignment 1: Read and take notes on Spear-Swerling  Assignment 2: Create a 3-4 slide ppt presentation demonstrating key components of the reading brain. This will be supported by lecture 1.  Assignment 3: Retrieval quiz at end of chapter 3 (Such)
<u>Week 3</u>	Foundational Teacher Knowledge	Define and describe the components of effective reading instruction.  Identify the essential and reciprocal nature of the early literacy skills and how the instructional emphasis on the essential early literacy skills shifts over time.  Describe how to adapt instruction using assistive technology tools to support all students with reading and writing difficulties.  (Course obj 1, 3, & 4)	<u>Class One 90 Minutes</u> <i>Lecture:</i> -Effective reading instruction (essential literacy skills) -Using research to make decisions  <i>In Class Work:</i> Dissecting a research article together  <u>Class Two 90 Minutes</u> <i>Lecture:</i> -Code emphasis instruction in the early grades and language comprehension once word rec is established -Multimodal and multisensory instruction (4A.2) -Adapting instruction/assistive technology(4A.3)  <i>In Class Work:</i> Watch reading rockets classroom examples with checklist for research based practice (fill out as you watch) <a href="https://www.readingrockets.org/strategies">https://www.readingrockets.org/strategies</a>	Reading: UFLI Ch. 2: Implementation Guidance  Moats (2020)  The Reading League. (2022). <i>Science of Reading: Defining Guide.</i>  Media: <u>Explicit Instruction</u>  <u>Explicit, Systematic and Sequential</u>	Assignment 1: Finding and summarizing a research article  Read and Take Notes on The Defining Guide  Assignment 2: Write 3 questions that have transpired after the first few weeks of course content.

<p><u>Week 4</u></p>	<p>Phonemic Awareness</p>	<p>Discuss why phonemic awareness is necessary for learners of alphabetic writing systems.</p> <p>Explain the general developmental progression of phonological sensitivity and provide examples of each.</p> <p>Identify the number of phonemes in a spoken word.</p> <p>(course obj 7).</p>	<p><u>Class One 90 Minutes</u>  <i>Lecture:</i>          -The difference between phonological awareness, phonemic awareness &amp; phonics. (4B.1)          -P.A. developmental progression (4B.2)</p> <p><i>In Class Work:</i>          P.A. activities at each level of phonological and phonemic awareness (4B.4)</p> <p><u>Class Two 90 Minutes</u>  <i>Lecture:</i>          -Scope and sequence of instruction (4B.4)          -Skill mastery 4B.4)          -Linguistic unit of focus (4B.2)</p> <p><i>In Class Work:</i>          Counting Phonemes Activity</p>	<p>Media:  <u>Why Phonological Awareness Is Important for Reading and Spelling By: Louisa Moats, Carol Tolman</u></p> <p><u>44 Phonemes</u></p> <p><u>Webinar #1: Rethinking Phonological Awareness</u></p>	<p>Assignment 1:          Matching: Match the linguistic unit of focus in phonological lesson (syllable, onset-rime, rhyming word) with their descriptions</p> <p>Assignment 2:          After <u>reading</u>, answer 5 questions about the importance of p.a.</p> <p>Assignment 3: Put the p.a. skills in developmental order.</p> <p>Quiz 2: Describe the difference between phonological awareness and phonemic awareness.</p>
<p><u>Week 5</u></p>	<p>Phonemic Awareness</p>	<p>Identify reasons why students may experience difficulty with phonemic awareness tasks. Demonstrate an understanding of the impact of language and dialect variation on teaching and learning English phonemes.</p> <p>Identify the common progression of phonological and phonemic awareness skills as related to student grade levels.</p> <p>(course obj 5 &amp; 7)</p>	<p><u>Class One 90 Minutes</u>  <i>Lecture:</i>          -Coarticulation          -Allophonic variations          -Speech sound vs. letter name (4B.3)</p> <p><i>In Class Work:</i>          Words that do not have coarticulation effect</p> <p><u>Class Two 90 Minutes</u>  <i>Lecture:</i>          -Phonological system standard English and Native Languages.          -English Learners (4B.7)</p> <p><i>In Class Work:</i>          -Spanish phonemes compared to English phonemes</p>	<p>Media:  <u>Webinar #2: Orthographic Mapping is a Critical Skill for Learning New Words</u></p> <p>Reading:          Adams et al (2014)</p> <p>Read Section 1 and 2: Teaching Phoneme Awareness in 2022: A Guide for Educators</p>	<p>Assignment 1:          Focusing on phonemes (define, identify, and differentiate phonemes)</p> <p>Assignment 2: First and Last sounds: Find the two words that start or end with the same sounds.</p>
<p><u>Week 6</u></p>	<p>Phonemic Awareness</p>	<p>View distributed multisensory phonemic awareness activities during structured literacy classroom teaching.</p> <p>Apply in practice knowledge of the benefits of using tokens and letters to support conceptual understanding.</p> <p>(course obj 8)</p>	<p><u>Class One 90 Minutes</u>  <i>Lecture:</i>          -P.A.. instruction with reading and spelling (4B.5)</p> <p><i>In Class Work:</i>          UFLI lesson step 1, 2, 3 (phonemic awareness, visual drill, auditory drill)</p> <p><u>Class Two 90 Minutes</u>  <i>Lecture:</i>          -P.A. instruction" brief, multisensory, conceptual, articulatory, auditory-verbal (4B.6)</p> <p><i>In Class Work:</i>          -Instruction in practice: The Adams article from Reading Rockets (week 5) contains links at the end to a series of PA activities. Assign each to a small group. Give student groups time to study and then demonstrate the assigned activity for the class</p>	<p>Media:  <u>UFLI Phoneme manipulation with blocks</u></p> <p><u>Webinar #3: Helping Older Students Master Phonemic Manipulation Skills</u></p> <p>Reading:          Read Section 3 and Additional Resources: Teaching Phoneme Awareness in 2022: A Guide for Educators</p>	<p>Quiz 3: Phoneme counting</p> <p>Lesson Plan:          UFLI lesson step 1, 2, 3 implementation with sample student. Write a reflection on the process of teaching steps 1, 2, and 3.</p>

			-Watch Sound Wall Video: <a href="https://www.youtube.com/watch?v=y mw 6aCp7m14">https://www.youtube.com/watch?v=y mw 6aCp7m14</a>  UFLI page 352: sound wall charts	Read: UFLI Ch 3: Instructional materials	
<u>Week 7</u> 4C.1	Decoding & Encoding	Understand the importance of print awareness and early print concepts.  Define key terms (e.g., grapheme, phoneme, syllable, suffix), and identify examples of each.  Sort single-syllable regular words according to written syllable type (closed, open, vowel-consonant-e, vowel team, r-controlled, consonant-le).  Explain why the English writing system is, in fact, highly regular and that words that are not fully regular usually differ in one phoneme/grapheme correspondence and preserve morphological information.  Course Obj 10	<u>Class One 90 Minutes</u> <i>Lecture:</i> -Print awareness -English Orthography -Consonant graphemes -Syllables  <i>In Class Work:</i> -Jigsaw Phonics 101: Introduction <a href="https://www.readingrockets.org/teaching/reading101-course/modules/phonics-introduction">https://www.readingrockets.org/teaching/reading101-course/modules/phonics-introduction</a> -Phonics pretest  <u>Class Two 90 Minutes</u> <i>Lecture:</i> -Syllable types -Phoneme/grapheme correspondence -Morphological information.  <i>In Class Work:</i> -Jigsaw phonics in-depth <a href="https://www.readingrockets.org/teaching/reading101-course/modules/phonics/in-depth">https://www.readingrockets.org/teaching/reading101-course/modules/phonics/in-depth</a>  -UFLI step 4: Blending drill	Media: <u>Orthographic Mapping: What it Is and Why It's So Important</u>  <u>UFLI Foundations Implementation Overview</u>  Reading: Such (2021) Ch. 4: Phonics  Spear-Swerling (2018).	Quiz 4: Such Ch 4  Assignment 1: Explain whether and how English spelling is a predictable correspondence system. How would you respond to someone who says there is no reason to teach phonics because English is so irregular? How has the belief about the irregularity of English orthography shaped typical reading instruction?  Lesson Plan: UFLI lesson step 4 implementation with sample student. Write a reflection on the process of teaching part 4.
<u>Week 8</u> 4C.2 4C.3	Decoding & Encoding	Identify where any given skill fits into a scope and sequence.  Order decoding concepts from easier to more difficult.  Use a lesson framework that includes review of a previously learned skill or concept, introduction of a new skill or concept, supported practice, independent practice, and fluent application to meaningful reading and/or writing.  Describe or demonstrate each of the following word work activities and their purpose in relation to the lesson plan.  Course Obj 10	<u>Class One 90 Minutes</u> <i>Lecture:</i> -Systematic, explicit, cumulative instruction for decoding and encoding  <i>In Class Work:</i> UFLI Step 5: Introducing a new concept  <u>Class Two 90 Minutes</u> <i>Lecture:</i> -Structured phonics lesson plan  <i>In Class Work:</i> -Phoneme/grapheme practice -UFLI Page 347 Grapheme-phoneme correspondences: summary of UFLI foundations concepts with articulatory gestures	Media: Hanford (2018)  <u>UFLI Foundations Slide Deck Tutorial</u>  Reading: Such (2021) Ch. 5: Fluency  UFLI page 339: scope and sequence	Assignment 1: Written summary of Emily Handford's Hard Words  Assignment 2: Retrieval quiz at the end of chapter 5 (Such)
<u>Week 9</u> 4C.4 4C.5	Decoding & Encoding	Student engagement in learning.  Identify how instruction can be modified to increase attention, support memory, build fluency, or support strategy use by students.  Course Obj 10 & 11	<u>Class One 90 Minutes</u> <i>Lecture:</i> -Sound blending techniques, instructional materials  <i>In Class Work:</i> UFLI step 6: word work  <u>Class Two 90 Minutes</u> <i>Lecture:</i>	Media: <u>UFLI Foundations: How to Implement Day 1 Lessons</u>  Reading: Spear-Swerling, (2011)	Quiz 5 Phoneme/grapheme  Assignment 1: Written summary of week 9 lecture 1 or 2.  Lesson Plan:

			-Adapting instruction, impact of language and dialect variation  <i>In Class Work:</i> -Small group work practicing decoding/encoding activities		UFLI lesson step 6 implementation with sample student. Write a reflection on the process of teaching part 6.
<u>Week 10</u> 4C.6	Decoding & Encoding	Distinguish among high-frequency regular/irregular words.  Identify which part of a given word would be unknown to a student based on previous instruction.  Describe the three factors to consider when determining how to introduce irregular words within a reading program (word frequency, word similarity, word meaning).  Course obj 10	<u>Class One 90 Minutes</u> <i>Lecture:</i> -Regular and irregular words, distributed practice  <i>In Class Work:</i> -UFLI step 7: irregular words  <u>Class Two 90 Minutes</u> <i>Lecture:</i> -Multisensory teaching, spelling irregularities, word origin  <i>In Class Work:</i> -In small groups, place words on a continuum of fully predictable, partially or conditionally pattern-based, and unique (not belonging to a word family).	Media: <u>UFLI Foundations: How to Implement Day 2 Lessons</u>  <u>Strategies for Teaching Irregular "Tricky" Words</u>  <u>What is a heart word magic?</u> <u>What is a heart word?</u>	Assignment 1: Define sight words in relation to regular/irregular words.  Assignment 2: Written summary of class discussion: considerations for teaching irregular words
<u>Week 11</u> 4C.7	Decoding & Encoding	Describe the logical sequence of written syllable types.  Identify the difference between syllable division in natural speech and syllable division in printed words.  Distinguish morphemes from syllables while identifying word parts.  Describe orthographic mapping and its role in teaching beginning readers.  Course obj 10	<u>Class One 90 Minutes</u> <i>Lecture:</i> -Decoding of multisyllabic words  <i>In Class Work:</i> -UFLI step 8: connected text  <u>Class Two 90 Minutes</u> <i>Lecture:</i> -Orthographic mapping  <i>In Class Work:</i> -Jigsaw: Ehri, L. (2014). Orthographic Mapping in the Acquisition of Sight Word Reading, Spelling Memory, and Vocabulary. Scientific Studies of Reading (18 -1) (third exposure to orthographic mapping)	Reading: Spear-Sperling, (2007)  Media: Kilpatrick, D. (2018) Recent advances in understanding word-level reading problems: Implications for assessment and effective intervention.	Quiz 6: Orthographic mapping  Read and Take Notes: Spear-Sperling, L. (2007)
<u>Week 12</u> 4C.8	Decoding & Encoding	Describe how decodable texts differ from predictable and high-frequency word texts in structure and purpose.  Analyze a decodable text to identify word types and list words identified by type.  Discuss the critical aspects of structured literacy instruction.  Course obj 9	<u>Class One 90 Minutes</u> <i>Lecture:</i> -Types of text and purpose of different types of text.  <i>In Class Work:</i> -UFLI Lesson: All steps  <u>Class Two 90 Minutes</u> <i>Lecture:</i> -Lesson planning, decoding and encoding, explicit instruction routines  <i>In Class Work:</i> -Watch and discuss videos from Anita Archer demonstrating systematic and explicit instruction <a href="https://explicitinstruction.org">https://explicitinstruction.org</a> – -Word Dictation - Grade 2: <a href="https://explicitinstruction.org/videoe">https://explicitinstruction.org/videoe</a>	Reading: Moats, L. (n.d.) How spelling supports reading. Retrieved from <a href="https://www.readingrockets.org/article/how-spelling-supports-reading">https://www.readingrockets.org/article/how-spelling-supports-reading</a>  Media: <u>Explore the UFLI Toolbox</u>	Assignment 1: Outline essential components of a structured literacy phonics lesson  Assignment 2: Identify and define word types: wholly decodable words, irregular words (previously taught), and non-decodable words (not wholly decodable or previously taught).

			<p>mentary/elementary-video-5/ - Decoding Instruction – Grade 1: <a href="https://explicitinstruction.org/videoelementary/elementary-video-10/">https://explicitinstruction.org/videoelementary/elementary-video-10/</a> - Decoding Instruction – Kindergarten: <a href="https://explicitinstruction.org/videoelementary/elementary-video-11/">https://explicitinstruction.org/videoelementary/elementary-video-11/</a></p> <p>Discussion of the critical elements of Structured literacy – and comparisons of these elements to those often found within typical classrooms.</p>		
<u>Week 13</u>	Introduction to Assessment		<p><u>Class One 90 Minutes</u> <i>Lecture:</i> -Purpose of assessment -Diagnostic p.a. assessment -Diagnostic phonics assessment -Screening and progress monitoring</p> <p><i>In Class Work:</i> -Really Great Reading’s Complimentary Assessments. Retrieved at <a href="https://reallygreatreading.com/diagnostics">https://reallygreatreading.com/diagnostics</a></p> <p><u>Class Two 90 Minutes</u> <i>Lecture:</i> -Spelling assessment -Fluency</p> <p><i>In Class Work:</i> -UFLI Lesson: All steps</p>	<p>Media: UFLI <u>Foundations:</u> <u>Progress</u> <u>Monitoring and Differentiation</u></p> <p>Reading: UFLI Page 354 Progress monitoring &amp; spelling assessment</p>	Prepare for final project
<u>Week 14</u>  5.1; 5.2; 5.3; 5.4; 5.5; 5.6; 5.7; 5.8; 5.9; 5.10	Professionalism	<p>Observe practices of professionalism in the field.</p> <p>Identify practices that adhere to knowledge and practice standard 5</p> <p>Course obj 12</p>	<p><u>Class One 90 Minutes</u> <i>Lecture:</i> -Professionalism -Conflict of interest -Collaborative teams -Community work</p> <p><i>In Class Work:</i> -UFLI Lesson: All steps</p> <p><u>Class Two 90 Minutes</u> <i>Lecture:</i> -Parent communication -Confidentiality -Credentials and training -Intellectual property -Scientific community</p> <p><i>In Class Work:</i> UFLI Lesson: All steps</p>		<p>Field Experience:</p> <p>-Classroom observation</p> <p>-Brief teacher interview (include 3 questions on their practices related to professionalism)</p> <p>-Write a summary/reflection on the experience (note professionalism standards observed or noted in interview)</p>
<u>Week 15</u>	Wrap up		<p><u>Class One 90 Minutes</u> -Prepare for lesson plan implementation -Feedback on lesson plan</p> <p><u>Class Two 90 Minutes</u> -Prepare for lesson plan implementation -Feedback on lesson plan</p> <p>Submit by the end of the week.</p>		Lesson plan project due

